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ABSTRACT

The materials were developed to help prepare eleventh and twelfth graders to be successful in an academic environment when their school history indicated little chance for success. The booklet includes instructional materials to teach test-taking and note-taking, two skills many failing students lack. A syllabus is included for each unit along with class notes, activity sheets, and unit tests with answer keys. The instructional materials are designed for students with a wide range of skill levels. The test-taking unit covers such topics as strategies for answering multiple choice test items, true-false test questions, fill-in-the-blank questions; preparing for tests; and understanding words used in essay questions. The unit on notetaking addresses such aspects as listening skills and notetaking from lectures and written materials. (CL)

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COUNCIL FOR EXCEPTIONAL CHILDREN'S
64TH ANNUAL CONVENTION

NEW ORLEANS CONVENTION CENTER
NEW ORLEANS, LOUISIANA

April 1, 1986

TEACHING TEST-TAKING AND NOTE-TAKING SKILLS TO LEARNING DISABLED HIGH SCHOOL STUDENTS

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

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Foreword

This booklet was an outgrowth of a project begun at Montgomery Blair High School in Silver Spring, Maryland, during the 1982-83 academic year. The project was concerned with how to prepare eleventh and twelfth grade students to be successful in an academic environment when their school history indicated little chance for success. The authors concluded that many students fail because they do not possess the skills of test-taking and notetaking. Hence, the booklet includes instructional materials designed to teach these skills to students who have demonstrated these weaknesses.

Teachers may choose to teach both the test-taking and note-taking instructional units or may select one of the units. A syllabus is included for each unit. Class notes, activity sheets, and unit tests with answer keys are included in this booklet. The instructional materials have been designed for students with a wide range of skill levels, and teachers may choose the lessons commensurate with these levels. No additional materials are required for using this booklet. Activity sheets which have been adapted from commercially prepared materials cite the source, but the activity sheets may be used independent of audio-visual accompaniment.

Acknowledgments

The authors would like to thank Ms. Benita Talbott and Ms. Karen Simmons for their assistance in preparing these instructional units. Without their typing and editing, as well as their assistance with gathering the instructional materials, the booklet could not have been prepared. In addition, the authors wish to thank Mr. Herb Lawrence for his assistance with the xeroxing and collating. The authors also wish to express their appreciation to Dr. James H. Williams for reproducing the cover. Finally, we wish to express our gratitude to Montgomery County Public Schools for supporting this effort.

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Syllabus for Test-taking Instructional Unit

Day	Topic
1	Lecture: Introduction
	A. Overview of Types of Test Questions (Objective and Subjective)
	B. Multiple Choice Test Questions - Format and Recommended Strategy for Taking
	C. Handout - Strategy for Answering Multiple Choice Test Items
2-3	Lecture: Multiple Choice Test Questions
	A. Aids for Using the Process of Elimination
	B. Paper: "Test Taking Tips for Answering Multiple Choice Test Questions:
4	Quiz: "Clues for Answering Multiple Choice Test Items"
5	Lecture: True-False Test Questions
	A. Format of True-False and True-Only tests
	B. Guiding Rule for Answering True-False Questions
	C. Words which make questions True or False
6	Class Activity: True-False and True-Only Test Questions
	A. Paper: True-False Test Questions
	B. Paper: True-Only Test Questions
7	Lecture and Class Activity: Matching Test Questions
	A. Format and Strategy for Answering Matching Test Questions
	B. Paper: "Matching Test Questions - 6 Shopping Tips to Stretch Your Dollars"
8	Lecture and Class Activity: Fill in the Blanks and Completion Test Questions
	A. Format
	B. Strategy for Preparing for Fill in the Blanks and Completion Test Questions
	C. Paper: "Fill in the Blanks Exercise"

Syllabus for Test-taking Instructional Unit

Day	Topic
9	Class Activity: Filmstrip/Cassette with Companion Review Sheet. Paper: "Test-Taking Skills: Effective Study Techniques--Objective Tests, Review Sheet." Source: Test-Taking Skills: Effective Study Techniques, Part Two, Objective Tests. The Center for the Humanities, 1977.
10	Lecture and Class Activity: Preparing for Tests A. Paper: "Steps in Preparing for Tests" B. Paper: "Getting Ready for the Test." Adapted from Test Taking Techniques (Activity Records, Inc., 1980), Learning Session III: Getting Ready for the Tests, Part B, Worksheets 13 and 14.
11	Lecture and Class Discussion: Taking the Test Paper: "General Strategy for Taking Tests"
12	Lecture: Subjective Test Questions A. Types - Short Answer and Essay B. Short Answer Test Questions - Words which Indicate Short Answer Test Questions
13	Class Activity: Practice for Taking Short Answer Tests Paper: "Practice for Taking Short Answer Tests
14	Lecture and Class Discussion: Essay Questions Paper: "Understanding Words Used in Essay Questions
15	Lecture and Class Discussion: Preparing and Taking Essay Tests A. Paper: "Preparing for Essay Tests" B. Paper: "Strategy for Taking Essay Tests"
16	Class Activity: Practice for Taking Essay Tests Paper: "Practice for Taking Essay Tests"

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Syllabus for Test-taking Instructional Unit

Day	Topic
17	Class Activity: Filmstrip/Cassette with Companion Review Sheet.
	Paper: "Test-Taking Skills: Effective Study Techniques--Subjective Tests, Review Sheet." Source: Test-Taking Skills: Subjective Tests. The Center for the Humanities, 1977.
18	Class Activity: Worksheet.
	Paper: "Test-taking Exercise for Students."
19	Review for Unit Test
20	Unit Test - Test-Taking Skills

CLASS

PERIOD

DATE Day 1

TOPIC Test-taking

SOURCE lecture

Notetaking Paper

KEY WORDS	NOTES
objective test questions	based on fact
4 types of objective test questions	1. multiple choice 2. true-false 3. matching 4 fill in the blanks or completion
subjective test questions	based on fact; test-taker's opinion often included
2 types of subjective test questions	1. short answer 2. essay
multiple choice test questions	format: question-called a stem choices - usually 4 multiple means many

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CLASS
PERIOD
DATE Day 1 (continued)
TOPIC Test-taking
SOURCE Lecture

Notetaking Paper

KEY WORDS	NOTES
Strategies for answering multiple choice questions	1. eeny meeny miney mo - choose choice at random; low odds of selecting correct answer 2. Choose all a's - low odds of selecting correct answer 3. process of elimination - BEST STRATEGY a. Read stem (main question) b. Read each answer or choice (alternative) c. Find the key words in stem. Key words are usually nouns (people, places, things, dates) d. Cross out (eliminate) answers you know are incorrect e. Reread stem f. Select correct choice

Strategy for Answering Multiple Choice Test Items

1. Read the stem (main question).
2. Read each answer or choice (alternative).
3. Reread the stem. Identify key words.

   Key words are usually nouns (people, places, things, dates).
4. Reread each answer using the process of elimination - that is, eliminate obviously incorrect responses.

   Employ your knowledge of clues.
5. Choose the correct answer.

CLASS

PERIOD

DATE Day 2

TOPIC Test-taking

SOURCE lecture

Notetaking Paper

KEY WORDS	NOTES
Aids for using process of elimination	1. length clue could be longest or shortest choice be careful; longest may be right since it provides the most information OR incorrect. Many test makers will make a long answer incorrect just to trick you. 2. Similar word (answer) clue The knob used to fix the rolling of the TV is the a. brightness control b. contrast control c. vertical control d. light and dark control You can eliminate "a" and "d" since they are the same. Then select between "b" and "c." The key word in the stem is "rolling" which helps you select "c," vertical control.

CLASS

PERIOD

DATE Day 2 (continued)

TOPIC Test-taking

SOURCE Lecture

Notetaking Paper

KEY WORDS	NOTES
Aids for using process of elimination	3. The "a" and "an" clue. Remember "an" comes before words which begin with vowels - a, e, i, o, u. Remember "a" comes before words which begin with consonants - any letter other than a vowel. A place where you learn is called a a. elevator b. orange c. school d. bar Be careful of stems which use "a(n)." The choice may begin with a vowel or consonant. You will have to use another clue.

Test Taking Tips for Answering Multiple Choice Test Questions

When answering a multiple choice question, read carefully all possible choices and eliminate obviously incorrect responses. If it is still difficult to determine the correct response, the following clues may guide you to the best choice.

1. Length Clue - Correct responses may be longer than incorrect responses.

   Example: (Circle the best response)

   The cell membrane or boundary performs which of the following jobs for the cell?

   A. control of cell reproduction

   B. storage of food and gases

   C. selective control of the passage of some materials into and out of the cell.

   D. production of chlorophyll

2. Similar Option Clue - Eliminate similar options, that is, choices which imply the same response.

   Example: (Circle the best response)

   In the equation $3x + 2 = 5$, solve for x.

   A. 1.5

   B. 1

   C. 3/2

   D. 1

3. Similar Word Clue - Select the response that resembles part of the lead-in statement or question.

   Example: (Circle the best response)

   The adjustment which controls the vertical roll of the T.V. picture is the

   A. horizontal hold

   B. brightness control

   C. contrast control

   D. vertical hold

4. All or None Clue - Eliminate choices that include words such as "all," "none," "never," "always," "no," etc.

   Example: (Circle the correct response)

   A. Usually receive 0 to 10 inches of rainfall per year

   B. Never receive more than 5 inches of rainfall per year

   C. Always receive at least 5 inches of rainfall per year

   D. Never receive any rain

5. Noun-Verb Clue - Eliminate choices in which the noun and verb are not in agreement.

   Example: (Circle the best response)

   Among the major cities of Europe are

   A. Peking

   B. Prague and Berlin

   C. Palestine

   D. Cairo

6. "A" or "An" Clue - Eliminate responses in which a word beginning with a consonant or vowel is not proceeded by the correct article, "a" or "an."

   Example: (Circle the best response)

   Galileo could be best described as an

   A. physicist

   B. biologist

   C. astronomer

   D. mathematician

7. "Give-Away" Clue - Quite often the answer to one item is given in another part of the test.

   Example: The part of a living cell which serves as a boundary is the

   A. nucleus

   B. vacuole

   C. membrane

   D. cytoplasm

8. "No Clue Clue" - When personal knowledge and all other methods do not provide a clue to the correct response, select "B." Research has shown that "B" is most often selected as the correct response by test makers.

Name _____

Period _____

Class _____

Date _____

Clues for Answering Multiple Choice Test Items

1. Carpetbaggers were
   a. people who put carpets in bags
   b. Northerners who went South after the Civil War carrying their possessions in bags made from carpet
   c. people who installed carpets
   d. people employed by MCPS to lay carpet at Wheaton

2. POTC is not an acronym for which one of the following:
   a. Problems of the 20th Century
   b. potassium
   c. Problems of the Twentieth Century
   d. Potatoes Occur Twice a Century

3. A person who designs building is called an:
   a. builder
   b. architect
   c. draftsperson
   d. skilled laborer

4. Which of the following items are required for POTC:
   a. a good friend
   b. a textbook and a pencil
   c. a box of crayons
   d. a 3-ring notebook and dividers

5. Which of the following means one-half?
   a. 30%
   b. .75
   c. 1/2
   d. 3/4

6. The clue for choosing the correct answer for question #1 is which one of the following:
   a. "a" and "an" clue
   b. length clue
   c. similar word clue
   d. eeny meeny miney mo

7. The clue for choosing the correct answer for question #2 is which one of the following:
   a. "a" and "an" clue
   b. length clue
   c. similar word clue
   d. eeny meeny miney mo

8. The clue for choosing the correct answer for question #3 is which one of the following:
   a. "a" and "an" clue
   b. length clue
   c. similar word clue
   d. eeny meeny miney mo

9. The key word in question # 4 is which one of the following:
   a. which
   b. following
   c. are
   d. items

10. The clue for choosing the correct answer for question #5 is which one of the following:
    a. "a" and "an" clue
    b. length clue
    c. similar word clue
    d. eeny meeny miney mo

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CLASS

PERIOD

DATE Day 5

TOPIC Test-taking- True-False Questions

SOURCE Lecture

Notetaking Paper

KEY WORDS	NOTES
True-False Test Items	Format: Usually a single statement with a "T" or "F" in front of statement. Could also be asked to mark "+" for true and "o" for false. Be sure to read the directions. Could also be a "true only" format in which you mark only the true statements
Rule for Answering True-False Questions	If any part of a true-false statement is false, the whole statement is false.
Example	T (F) The first president of the U.S. was Lincoln. Correct The first president of the U.S. was Washington.
Words to Watch For	
Sometimes, generally, in most cases, seldom, frequently, often	The statement is usually true when these words appear in the statement.
all, none, never, always, no	The statement is usually false when these words appear in the statement.

Name_____

Class_____

Period _____

Date_____

True-False Test Questions

Directions: First, read the following passage. Second, read the statements below the passage. Circle "T" if the statement is true; circle "F" if the statement is false. Use the information in the passage to come up with the correct answer.

Every successful and profitable business must adopt certain standard policies and procedures which must be followed by its employees for the mutual benefit of the employees and the company as well. Whether you are a salesman, office clerk, collector, serviceman, or stockman, you are entrusted with the proper care and handling of money and/or merchandise belonging to the Western Auto Supply Company. Western Auto has established certain requirements considered necessary for the protection and benefit of every employee and the Company. Each employee is expected to comply with these requirements at all times by conducting himself in such a manner so as to reflect credit upon himself and the Company of which he is a part.

These requirements have been established to protect the Company against losses and to protect the integrity of all employees. Your continued employment and advancement with Western Auto depend upon your understanding of the established requirements and your efforts in complying with these requirements at all times.

T F 1. If an employee follows the company's policies and procedures, both he and the company will benefit.

T F 2. When the company hires anyone, it shows it entrusts him with its merchandise or money.

T F 3. Misbehavior by an employee reflects only on himself.

T F 4. An employee will advance in the company if he follows its policies and procedures and does a good job.

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Name_____

Class_____

Period_____

Date_____

True-Only Test Questions

Directions: First, read the company memorandum below. Second, read the statements below the memorandum and place a check mark in front of those which are true.

COMPANY XYZ

Office Memorandum

TO: All Employees
FROM: Personnel Office
CONTENT: Proper Time-Keeping Procedures

No employee shall be on the premises regularly more than ten minutes before starting time, nor remain on the premises regularly more than ten minutes after quitting time, without obtaining permission from store management to do so. Entries in the Weekly Time Record must be made by each employee at all times when going on and off duty (including lunch periods), and under no circumstances will an employee make entries in the Time Records of another employee.

1. _____ You must make your own entries in the Weekly Time Record.

2. _____ You may come one half hour early to work to talk to your friends.

3. _____ You must leave the premises ten minutes after quitting time.

4. _____ Your friend can enter the time you leave for lunch on your Weekly Time Record.

CLASS

PERIOD

DATE Day 7

TOPIC Test-taking - Matching Questions

SOURCE Lecture

Notetaking Paper

KEY WORDS	NOTES
Matching Test Questions	Format: 2 columns, A and B OR 1 and 2
	Purpose: match words, terms, concepts, dates, definitions correctly
Strategy for Answering Matching Test Questions	1. Read directions
	2. Read answers in Column A
	3. Read answers in Column B
	4. Categorize or label each column - e.g. Column A is the name of a shopping tip; Column B is the definition. - OR Column A is a date; Column B is an event
	5. Define the task - e.g., match the shopping tip with the definition OR date with the event
	6. Match Column A with Column B
	7. Read the columns together - i.e., Put the words into a sentence. For example, Commercials are an example of advertising. OR The 14th amendment was ratified in 18

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CLASS

PERIOD

DATE Day 7 (Continued)

TOPIC Test-taking - Matching Questions

SOURCE Lecture

Notetaking Paper

KEY WORDS	NOTES
Strategy for Answering Matching Test Questions	8 Ask yourself - Does the sentence make sense and is it correct? If the answers are "yes" to both questions, you have probably matched the columns correctly. If the answers are "no" to either question, you need to redo the process and select a different answer. For example, The 14th amendment was ratified in 1865 would be incorrect because the 14th amendment was passed after the Civil War. While the answer sounds correct, it is not based on other information you know to be true.

Name_____

Class_____

Period_____

Date_____

Matching Test Questions

"6 Shopping Tips to Stretch Your Dollars"

Directions: First read the article below carefully. Second, match the shopping tips in Column A with the action or concept in Column B. There may be one or more correct answers for the shopping tip.

Column A	Column B
1.____Trial and error	A. Consumer Reports
2.____Advertising	B. TV new about fruit prices
3.____Past experience	C. Impulse buying
4.____Comparison shopping	D. TV commercials
5.____Word of mouth	E. Newspaper stories
6.____Asking experts	F. A friend tells you of a good deal
7.____Media reports	G. You ask a mechanic at a party about the best car
8.____Consumer publications	H. A product pleased your mother and she told you
	I. You check price in two stores
	J. You know what brand of shoes fit your feet well
	K. You ask a contractor the best place to buy lumber
	L. Reading the classified ads

Matching Test Questions

"6 Shopping Tips to Stretch Your Dollars"

Know what you're buying! Nobody said that being an intelligent consumer was a snap. But even with all the new products on the market, getting your money's worth is becoming easier all the time.

All you have to do is to invest a little time and care. In exchange, you'll save money and grief.

Here are some helpful hints for you, the budding consumer:

Trial and error. This is absolutely the worst way to buy anything. Call it impulse buying, call it taking a chance on an unknown product, trial and error often leads to regret: "What made me buy a thing like that anyway!"

Granted you could stumble nto a worthwhile item; we don't want to take all the adventure out of shopping!

Advertising. You can't rule it out as a way to gather product information. But you can trust some advertising only so far.

Although the Federal Trade Commission curbs some advertising abuses, it can't be everywhere. So enjoy those cute TV commercials, learn what you can from them, but take them with a grain of salt.

Past experience can tell you what products gave good service before. And if you can't depend on some favorite brands, what can you depend on? Still, a purchaser should understand that the quality of a product can change from year to year. So be wary, even with brands you think you know.

Also, because you've had good luck with Boffo Brand shirts, that doesn't mean Boffo Brand stockings will be just as good.

Comparison shopping. This is something you probably do anyway, within the limits of your time- you look in one store and then in another, noticing compara-

tive quality and price.

If you have only a short time to shop, best wait for another day and check out other stores so you can see what else is being offered. Otherwise, it's Old Man Trial and Error again.

A time not to comparison - shop is when a store has a really good sale and you know their bargains can't be beat elsewhere that week.

Word-of-mouth is a good way to learn about products. If Whammo shoes pleased your mother, your sister, and your aunt, it's very likely they'll please you, too.

Asking experts. This usually takes luck, in the form of knowing somebody well enough so he'll tell you the truth. I'm fortunate enough to have a mechanic who told me, "I'm not saying steel-belted radial tires are necessarily bad, but I've seen a lot of ripped ones turn up in my shop."

So, no radial tires for me; your friendly mechanic may say just the opposite. If the subjent is, say, stereos, don't depend on a strange clerk, who is, after all, hoping to sell you a stereo he's got in mind for you.

Instead, if you should meet a stereo salesman at a party, he'll be glad to show off his knowledge by declaring, "The ABC stereo is great, but I wouldn't have an XYZ stereo if you paid me!"

Media reports. Newspapers and radio and TV stations can be good sources of product information. For example, the media recently told us that the government's Environmental Protection Agency reported that most of the 10 best automobiles for mileage were foreign imports.

Consumer publications are the very best sources of product information. These include Consumer Guide, Consumers' Research Magazine, Consumers Index and Consumer Reports.

The latter magazine is put out by Consumers Union, probably the most active non-profit agency in the consumer field. CU is constantly buying products on the

Matching Test Questions
"6 Shopping Tips to Stretch Your Dollars"

open market, testing them, and reporting on them.

For one issue, Consumer Reports even collected information on fast-food places and rated them. Consumer magazines do not accept advertising; it might warp their impartial judgment.

You should be able to find some, or all, of these consumer publications in your library. There are also consumer books available in libraries, bookstores, and by mail. They, like the magazines, rate everything from air conditioners to yogurt.

Source: Read Magazine, 9/1/83

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CLASS

PERIOD

DATE Day 8

TOPIC Test-taking - Fill in the Blanks and Completion

SOURCE Lecture

Notetaking Paper

KEY WORDS	NOTES
Fill in the Blanks Test Questions	Format: The test question has one or more blanks – e.g., The _____ was signed by President Lincoln and it freed the slaves. [Emancipation Proclamation]
Completion Test Questions	Format: The blank is at the end of the statement – e.g., The Central Powers in World War I were Austria-Hungary, Turkey, Bulgaria, and _____. [Germany]
Strategy for Preparing for Fill in the Blanks/ Completion Questions	Since there is only 1 correct answer for fill in the blanks and completion questions, memorize your notes. Make practice questions with blanks which you must complete from memory.

Name_____

Date_____

Class_____

Period_____

Fill in the Blanks Exercise

Directions: Read each sentence and write the correct word in the blank.

1. The type of objective test question with a stem is called _____.
2. Multiple means _____.
3. The type of test question with two columns is called _____.
4. In order to answer a multiple choice test question, one must use the process of _____.
5. Key words are usually the part of speech called _____.
6. The words generally, often, and sometimes usually make a true-false question _____.
7. An _____ is formed by taking the first letter of each word in a sequence of words.
8. If a stem is singular, the _____ must be singular.
9. A true-false question in which one marks an item only if the item is true is called _____.
10. One way a writer calls attention to important points in materials is _____.

Name_____

Class_____

Period_____

Date_____

Test Taking Skills: Effective Study Techniques

Objective Tests

Review Sheet

Directions: Read each sentence and circle the correct answer

1. True or False: People react to tests in different ways.

2. True or False: Your performance on tests in school and your work on the job are similar.

3. True or False: Tests are showing what you've been taught by your teacher or by your employer.

4. True or False: Worrying about a test is a good way to prepare for a test.

5. True or False: Your test grades do not affect your career goals.

6. True or False: Studying alone is always a good idea.

7. True or False: I study best when I study alone.

8. The 4 types of objective tests are the following:

    a. multiple choice

    b. true-false

    c. matching

    d. fill in the blanks or completion

9. The way to prepare for objective tests is to:

    a. review your notes with friends

    b. review your notes and practice answering similar questions

    c. look at your notebook before the test

    d. say a test doesn't matter and don't do anything

10. Complete this statement: This type of test question is a _____ or _____.

11. A _____ question asks you whether a statement is true or false.

12. A _____ question gives you a stem and many choices for the answer.

13. True or False: A practice test helps prepare you for the actual test.

14. True or False: Guessing at anwers is always a good idea.

15. The first thing to do when taking a test is:

    a. look over the entire test

    b. panic

    c. see how long the test is

    d. sharpen your pencil

16. The last thing to do when taking a test is

    a. turn your test paper over

    b. sigh

    c. put down your pencil

    d. check over your answers

17. When taking a test, you should budget your time so that

    a. each part of the test gets an equal amount of time

    b. the difficult questions get the most time

    c. questions with the most point value get the most time

    d. none of the above

18. True or False: Some multiple choice questions can be answered by the "process of elimination."

19. True or False: When you are using the process of elimination you eliminate or take away any answer you know is false.

20. When you are "stuck" on a difficult question you should

    a. forget about it altogether

    b. spend as much time on it as necessary

    c. skip over it and return to it later

    d. ask the teacher for the answer

21. True or False: It is better to spend your time answering questions you know than spending time answering questions you don't know

22. Words like _____, _____, _____ and _____ in true-false questions <u>usually</u> make the answer false.

23. True or False: You should never hand in a test before the time is up.

24. The last thing you should do before handing your paper in to the teacher is _____.

25. Question 24 is a _____ type of objective test question.

Name_____

Date_____

Class _____

Period_____

Steps in Preparing for Tests

1. Ask your teacher what types of questions will be on the test.
2. Read your note-taking papers.
3. Review your review sheets.
4. Make up and answer practice test questions for each type of test question.
5. Tell someone else what you have learned (rehearsal) - i.e., summarize information.
6. Reread your notes and practice test questions on the morning of the test.

Name_____

Date_____

Class_____

Period_____

"Getting Ready for the Test"

Directions: The 3 sections listed below are recommended activities for preparing for a test. Read the directions for each section and do as indicated.

Section I

Directions: Read the activities recommended below for preparing for a test.

First week

1. Review begins first week of class.
2. Regular routine.
3. Keep up weekly review.

Each week

1. Review what you've studied the past week.
2. List important points, make questions and answer them.
3. Review each subject at end of week.
4. One hour or more.

Night before

1. Review predicted test questions.
2. 30 minutes.
3. Relax - go to bed.
4. Assemble 2 sharpened pencils, 1 pen, 1 eraser, and scratch paper to take to the test.

Section II

Directions: Using the information from Section I, complete the statements below.

1. We _____ predicted _____ questions.
2. We _____ over what we believe to be _____.

ideas, concepts, and information.

3. We _____ each other's predicted test _____.

4. We _____ our answers with our _____.

Section III

Directions: Read each statement below. Check "Yes" if this behavior is something you do; check "No" if the behavior is not characteristic of your test-taking skills.

Yes	No		
___	___	1.	I arrive early for the exam and have a minute to "catch my breath and collect my thoughts" before the test begins.
___	___	2.	If I feel nervous and jittery, I take a few minutes to breathe deeply to relax.
___	___	3.	I ask the teacher the scoring procedure for the test.
___	___	4.	I read the directions to the test very carefully to make sure I understand what I have to do.
___	___	5.	I skim over the whole test before I start so that I have a general idea what it's all about.
___	___	6.	I go through the entire test and answer the ones I'm really sure of.
___	___	7.	Before I turn my test in, I go over it to see if all questions are answered.
___	___	8.	If I'm sure that an answer is not right, then I change it.
___	___	9.	When my test paper is handed to me, I write my name, the name of the class, and the date on each page of the test.

Source: Test Taking Techniques, Activity Records, Inc., 1980, pp. 13-14.

-3-

Answer Key - Section II

1.	reviewed	test
2.	looked	main
	checked	important
		right
3.	reviewed	questions
4.	check	papers
	compare	notes

Name_____

Class_____

Period_____

Date_____

Test-Taking Skills

General Strategy for Taking Tests

1. Put your name and date on each page of the test.
2. Ask the teacher how much time you have to take the test.
3. Look through the entire test to see the types of questions on the test and the number of each type of question.
4. Ask the teacher the point value of each question.
5. Plan your test-taking strategy - i.e., which questions will you answer first, second, third, etc.
6. Estimate the time you will need for each question/section of the test.
7. Read the directions of each section carefully and do exactly as the directions state.
8. Answer the easiest questions and the questions with the most point value first.
9. If you do not understand a specific question, ask for further clarification.
10. Consider all possible answers to a question before selecting your response.
11. If there is no penalty for guessing, guess only after an honest attempt has been made to answer the question.
12. Do not spend too much time on difficult questions; answer the questions to which you know the answer first. If you skip a question, mark the question so you can return to it.
13. Mark all answers clearly and neatly.
14. Check over your answers.
15. Change an answer only if you are certain your first answer was incorrect.
16. Be confident.

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CLASS

PERIOD

DATE Day 12

TOPIC Test-taking - Subjective Test Questions

SOURCE Lecture

Notetaking Paper

KEY WORDS	NOTES
2 Types of Subjective Test Questions	1. Short answer 2. Essay
Words which indicate Short answer questions	1. Name 2 List 3. Identify 4 Give 5. Mention 6 State 7. Give the principal of
	When you see the words name, list, mention, give, you should simply list in order what is requested. No sentences are required. For example,
	List the 3 necessities of life. 1. food 2. Clothing 3. Shelter
	The word list could have been "name" "identify," "give" or "mention."

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CLASS _____

PERIOD _____

DATE Day 12 (continued)

TOPIC Test-taking - Subjective Test Questions

SOURCE lecture

Notetaking Paper

KEY WORDS	NOTES
Words which indicate short answer questions	"State." When you see this word, you should simply describe, define, or point out the requested information. No discussion is necessary; a single sentence or brief list is adequate.
	For example, "State the beginning of World War I" could be answered with a single sentence such as "World War I began when Archduke Francis Ferdinand and Sophie were shot by a man from Serbia in Sarajevo, Yugoslavia.
	"Give the principle of." When you see this phrase, simply provide the law, rule, or principle requested. An example may be used to support your answer.
	For example, Give the principle of flotation. Answer: Materials lighter than water float; materials heavier than water sink.

Name_____

Class_____

Period_____

Date_____

"Practice for Taking Short Answer Tests"

Directions: Read and answer each question below.

1. List the 4 types of objective test questions.

2. State the rule for answering true-false test questions.

3. Give 3 words which usually make a true-false question true.

4. Name the 2 types of subjective test questions.

5. List 5 words which indicate short answer questions.

6. State the purpose of matching test questions.

7. State the correct way to study for fill in the blanks/completion test questions.

8. Name 3 things you should do each week to prepare for a test.

9. Identify the information you put on each page of a test.

10. State 2 clues you can use for answering multiple choice test items.

Name_____

Class_____

Period_____

Date_____

Understanding Words Used in Essay Questions

Listed below are 12 direction words used most often in essay questions with suggestions for answering the questions.

Direction Word(s)	Suggested Responses
1. Outline	Arrange information in outline form; the simple rules of outlining apply.
2. Trace	Give events in the order in which they occurred. Pick out major points using transitional phrases and cause and effect relationships very liberally.
3. Summarize; give the significance of	Present both major points and major accepted conclusions or outcomes. Your opinions about a matter are not usually required. In other cases, the teacher expects you to apply principles and concepts stressed in class.
4. Give examples of; illustrate	Give instances of, or sample occurrences, usually a simple list will do. It usually does not mean "draw a picture."
5. Put in your own words	Translate the technical, literary, or other special language given into your words. In some cases, this direction involves using diagrams, charts, or graphs.

6. Identify, explain, describe, show, prove, define	Give the pertinent characteristics of events, classes, principles, or groups. The question is asking you to distinguish a particular event, class, item, happening, etc., from some other.
7. Compare	Give both similarities and differences. Be sure to itemize similarities and differences in such comparisons.
8. Contrast, distinguish	Show differences between two events, theories, entities.
9. Interpret	Give your own meaning and conclusions about the meaning of a quotation, event, theory, tc. Relate cause and effects.
10. Discuss	Tell all you can about the topic mentioned in the time available.
11. Comment	State your own reaction to the topic under consideration. While you have great latitude, support your opinion with facts or illustrations.
12. Criticize, evaluate	Give evidence on both sides of an issue; draw conclusions from this evidence; and finally, make a judgment as to the relative worth, quality, or value of the topic in question.

Source: Helping Students Do Better on Tests, Section II. Rockville, Maryland: Montgomery County Public Schools, August, 1975, pages 10-11.

Name_____

Class_____

Period_____

Date_____

Preparing for Essay Tests

Direction words used in essay questions may be organized into 5 groups, each requiring different abilities. Listed below are the direction words by group with required abilities and suggestions for preparing for essay questions with particular direction words.

Direction Words	Abilities Needed	Suggested Preparation
Name State Give principle of	Simple recall	Memorize key vocabulary. Memorize key concepts.
Outline Trace Summarize	Complex recall	Organize events according to cause and effect in chronological order.
Give examples of	Translation of technical language Application of principle	Put principles, concepts in own words. Apply principles to events in own life, draw examples from own experience.
Compare Contrast	Analysis of similarities, differences	Organize information into categories, classes as "same," "different," or "unrelated."
Interpret Discuss Comment Criticize, evaluate	Draw conclusions Integrate information Make judgments	Do all above; then make judgments, evaluations.

Source: Helping Students Do Better on Tests, Section II. Rockville, Maryland: Montgomery County Public Schools, August, 1975, pages 12-14.

Strategy for Taking Essay Tests

1. Skim or look over the entire test. This skimming has the following purposes:
    a) to locate key words and phrases which will be helpful in answering questions
    b) to determine which questions to answer and the order of answering
2. Schedule time for each item. If different numbers of points are assigned to certain questions, the student should devote an appropriate portion of time to each item. In some cases, students may wish to start with those items with the biggest payoff. If the same number of points is to be given for all items, it may be helpful to start with those on which the student expects to do well. In other words, it makes sense to start with items with related content, as it is often easier to develop logical trains of thought for such items.
3. Prepare a brief outline for each item. It is suggested that the student outline all items he/she intends to do before starting to write out any complete answer. Approximately one-third of the time spent on a single essay item should be set aside for setting up an outline and for final proofreading of the essay. For instance, if about 15 minutes are to be spent on an item, about three minutes might be spent in outlining, and about two minutes in checking the final essay.
4. Begin the essay with a restatement of the question.
5. Use short sentences, paragraphs.
6. Use subject matter vocabulary.
7. Emphasize points stressed by the teacher.
8. Use pictures, diagrams when appropriate.

Strategy for Taking Essay Tests

Page 2

9. Leave space between lines and margins on top, sides, and bottom of paper.
10. Use ink instead of pencil.
11. Do not repeat information.
12. Do not pad - that is, add extra, unnecessary information.
13. Conclude with summary statement.
14. Proofread the essay for such things as gross errors, awkward usage.

Source: Helping Students Do Better on Tests, Section II. Rockville, Maryland: Montgomery County Public Schools, August, 1975, pages 12-14.

Name_____

Class_____

Period_____

Date_____

"Practice for Taking Essay Tests"

Directions: Read and answer the following questions.

1. Compare the structure of a matching test question with the structure of a multiple choice test question.

2. Show the relationship between a fill in the blanks question and a true-false question.

3. Analyze the value of preparing practice test questions when studying for a test.

4. Discuss your study habits when preparing for a test. Be sure to include your schedule on a daily and weekly basis, the place you study, the materials you need, etc.

NAME_____

CLASS_____

PERIOD_____

DATE_____

TEST TAKING SKILLS: EFFECTIVE STUDY TECHNIQUES

SUBJECTIVE TESTS

REVIEW SHEET

DIRECTIONS: Read each sentence and circle the correct answer.

1. True or False: Short answer questions usually contain the following words: list, name, define and identify.

2. True or False: If your notes list a group of people or things the kind of essay question you can expect is a compare question.

3. True or False: If your notes describe the steps in a process the type of essay question to predict is a trace question.

4. True or False: Short answer questions which ask you to match and show differences are called compare and contrast questions.

5. True or False: If you get stuck on a question spend all your time on it.

6. True or False: Trying to figure what the teacher will ask is an important factor in preparing for a text.

7. True or False: The best way to prepare for a test is to take very elaborate notes.

8. True or False: It is impossible to predict questions that the teacher may use.

9. Name four key words which indicate short answer questions:

_____ _____

_____ _____

10. Complete this statement: _____ means that people learn things in stages.

11. Complete this statement: _____has to do with how much a person wants to learn something.

12. Write a short essay discussing the strategies for answering 3 questions in a 60 minute period of equal worth.

13. Questions which use the words "compare and contrast" are the same as:

A. Tell how two things are alike and different
B. Discuss the total question
C. Outline and trace
D. Trace or test

Name_____

Class_____

Period_____

Date_____

TEST TAKING EXERCISE FOR STUDENTS

Directions: First, review the procedures listed below for becoming an efficient and effective test taker. Second, read the 4 review questions. Answer each question in complete sentences.

A. Read general instructions carefully.

B. Scan test for difficulty, content and length.

C. Read each item and each special instruction carefully.

D. Plan timing strategy.

E. Answer all easy items first, marking those left undone.

F. Return to difficult items, using item and error strategies.

G. Let test work for you; often the clue to one item lies in another.

H. Feel free to change answers only if working with the test has helped you recall correct information.

I. Check for items left blank and guess only if there's no penalty for guessing.

Review Questions

1. With 25 minutes remaining in class your teacher has given out a 40 item test - 20 multiple choice, 10 true-false, a short answer and one paragraph length question. What is your strategy?

2. The sixth item on a fifty item multiple choice test is unknown to you. The test time is thirty minutes. What should you do?

3. You finished the test ten minutes before the bell; what should you do?

4. Your teacher does not take off for guessing. What do you do?

Key- 62 points

Name _____

Class _____

Period _____

Date _____

Test-Taking Skills

Test

Part I. Multiple Choice

Directions: Circle the letter of the best answer to each question.

1. The part of a multiple choice test item which asks the question is called the:

   a. question

   b. flower

   c. petal

   (d.) stem

2. When answering a true-false question, if one part of the question is false, the answer to the question is:

   a. essay

   b. true

   (c.) false

   d. objective

3. When answering a multiple choice question, which of the following activities do you do?

   a. Read the stem and each answer.

   b. Look for the key words in the stem.

   c. Cross out any answer you know is wrong.

   (d.) All of the above.

4. In true-false tests, you know the answer is probably false when you see which one (s) of the following words:

   a. always

   b. never

   c. none

   (d) All of the above

5. You have finished the test 5 minutes before the bell rings. You should do which one(s) of the following activities:

   a. read a magazine or sharpen your pencil

   (b) check over your answers and change incorrect items

   c. turn in your paper to the teacher

   d. put your head down on the desk

6. When you are stuck on a difficult question you should:

   a. forget about it altogether

   b. spend as much time on it as necessary

   (c) skip over it and return to it later

   d. ask the teacher for the answer

7. The "length clue" refers to which one of the following:

   a. how long it takes to read the question

   b. the length of the test

   (c) the longest or shortest answer is usually the right answer

   d. the length of your pencil

8. The way to prepare for objective tests is to do which one of the following:

   (a) review your notes and practice answering similar questions

   b. review your notes with friends

   c. look at your notebook before the test

   d. say a test doesn't matter and don't do anything

9. The first thing to do when taking a test is:

   (a) look over the entire test

   b. panic

   c. see low long the test is

   d. sharpen your pencil

10. The last thing you do when taking a test is:

   a. turn your test paper over

   b. sigh

   c. put down your pencil

   (d) check over your answers

11. When taking a test, you should budget your time so that:

   a. each part of the test gets an equal amount of time

   b. the difficult questions get the most time

   (c) questions with the most point value get the most time

   d. none of the above

3

Part II. True or False

Directions: Circle "T" if the answer is true and circle "F" if the answer is false.

(T) F 1. Before answering a multiple choice question you should first read the stem and all the choices.

(T) F 2. If you do not understand the directions, you should ask your teacher.

T (F) 3. A good strategy for taking tests is to spend a lot of time on questions before you take a test.

T (F) 4. You should always study by yourself.

(T) F 5. It is a good idea to review your notes and develop practice questions before you take a test.

5

Test-taking Test -4- Name_____

T F (6) Guessing at answers is always a good idea.

(T) F 7. You should never hand in a test before the time is up.

(T) F 8. When you are using the process of elimination, you eliminate, or take away, any answer you know is false.

(T) F 9. Mark all answers clearly and neatly.

(T) F 10. It is a good idea to keep up a regular routine for studying.

(T) F 11. You can pass almost any test by using your test-taking skills.

T (F) 12. True-false questions are always true.

(T) F 13. You should answer the easiest questions first.

(T) F 14. Your performance on tests in school and your work on the job are similar.

(T) F 15. Tests are showing what you've been taught by your teacher or by your employer.

(T) F 16. A practice test helps you prepare for the actual test.

T (F) 17. Worrying about a test is a good way to prepare for a test.

T. (F) 18. Your test grades do not affect your career goals.

13

Part III. Fill in the Blanks

Directions: Write the correct word in the blanks.

4 1. The 4 types of objective test questions are multiple choice, true-false, matching, and fill in the blanks or completion

4 2. The words usually, sometimes, generally, and often usually make a true-false test question true.

3 3. Don't forget to take paper, pencil and pen to the test.

1 4. When preparing for a test, make up practice test questions.

12

Test-taking Test -5- Name_____

Part IV. Essay

10 1. You have a test with 20 multiple choice test items, 10 true-false questions and 5 fill in the blanks questions. Describe your plan for taking the test. Be sure to tell WHY you would budget your time in that manner.

1. 1st thing you do is look over the entire test to see the types of questions and the number of questions in each section
2. Ask the teacher the point value of each section/question
3. Ask the teacher the amount of time allotted
4. The answer must include the order of the students answers to the questions. The answer must include the rationale for his order including easiest questions and questions with the most point value first.
5. The answer must include the student's estimate of time required to answer each question/section.
6. The answer must include rechecking answers as last step, going back to questions he did not know, etc.

8 2. Discuss your strategy for answering a matching exercise.

1. Read directions
2. Read answers in Column A.
3. Read answers in Column B.
4. Categorize or label each column.
5. Define the task.
6. Match Column A with Column B.
7. Read the columns together; put the words into a sentence
8. Ask yourself, "Does the sentence make sense and is it correct?"

Test-taking Test -6- Name_____

10 3. Discuss your strategy for taking <u>this</u> test.

1. Ask how much time I have to take test.
2. Ask point value of each question / section
3. Look over entire test - how many sections / questions
4. Read the directions.
5. 6. Must give order of answering and rationale for order. include point value and easy / hard criteria
7. Check any questions I did not answer.
8. Return to unanswered questions
9. Check over all answers
10. Make sure answers are marked clearly.

Syllabus for Notetaking Instructional Unit

Day	Topic
1	Lecture and Class Discussion: Overview of Notetaking Skills
	A. Sources from which One Takes Notes
	B. Words which Guide Notetaking
	C. When, Why and How to Take Notes
	Paper: Notetaking Paper for Day 1 Lecture Paper: "Notetaking: When, Why, and How"
2	Class Activitiy: Filmstrip and Study Guide
	Paper: "Inventory of Listening and Notemaking Skills" Adapted from Test-taking Techniques (Activity Records, Inc., 1980), Learning Session I: Introduction and Inventory of Listening and Notemaking Skills, pages 1 and 2.
3	Class Activity: Listening
	Paper: "How to Listen". Adapted from Test-taking Techniques (Activity Records, Inc., 1980), Learning Session II: How to Listen, Part I, pages 3 and 4.
4	Lecture and Class Discussion: Notetaking from Lectures or Orally Presented Material
	Paper: "Notetaking from Lectures or Orally Presented Material" Paper: Notetaking Paper
5	Class Activity: Taking Notes from Lectures
	Paper: Notetaking from Lectures: Lecture--Booker T. Washington Paper: Notetaking Paper from Day 5 Lecture
6	Class Activity: Filmstrip/Record and Review Outline
	Paper: Filmstrip--"Taking Notes: Review Outline." Source: How to Study: Filmstrip 4, "Taking Notes", Scott Education Division, 1974, page 16.
	Paper: Notetaking Paper for Day 6

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Day	
7	Class Activity: Review Quiz--"Taking Notes." Source: How to Study: Filmstrip 4, "Taking Notes," Scott Education Division, 1974, page 17.
8	Lecture and Class Activity: Taking Notes from Written Material Paper: "Taking Notes from Written Material" Paper: "Bales to Run for Political Office"
9	Class Activity: Taking Notes from Written Material Paper: "Colonial Mardi Gras Ball"
10	Filmstrip/Cassette - "Notetaking" (Study Skills, Random House School Division, 400 Hahn Road, Westminster, MD. 21157, 1-800-638-6460). Paper: "Notetaking--Study Guide"
11	Review for Unit Test
12	Unit Test - Notetaking

CLASS

PERIOD

DATE Day 1

TOPIC Notetaking - Introducti

SOURCE lecture

Notetaking Paper

KEY WORDS	NOTES
2 sources from which one takes notes	1. orally presented material – e.g., lecture 2. written material – e.g., textbooks, magazines, newspapers
5 words which guide notetaking	1. who 2. what 3. when 4. where 5. why or how

Name_____

Class_____

Period_____

Date_____

NOTETAKING: When, Why and How

Did you ever see a group of newspaper reporters interviewing some famous person? Each reporter has a pad and a pencil. He take notes. From his hurriedly scribbled notes, he writes a clear, well-organized story.

Many times, both in school and later in life, you will need to take notes on what you hear, see, or read. The purpose of this unit is to help you learn to take notes.

When take notes:

- when you are going to a friend's house and he gives you directions
- when you are going shopping and need a list
- when someone calls on the telephone and gives you a message
- when you are in class and the teacher is lecturing
- when you are reading and need to record the important information

Notetaking -2- Name_____

Why take notes?

- to answer questions
- to present information in oral or written form
- to select main ideas (to prepare a summary)
- to organize information from several sources
- to keep a notebook of daily activities, conclusions, and assignments in each subject

How to take notes:

- State the general topic of your facts.
- Give the source of the facts.
- Use words and phrases, not whole sentences.
- Put quoted words or sentences in quotation marks.
- Do not forget to date your class notes.

Name_____

Class_____

Period_____

Date_____

Inventory of Listening and Notemaking Skills

As a student,

YOU are expected...

to LISTEN.

to REMEMBER.

to MAKE NOTES.

In order to

SURVIVE...

in school.

on the job.

with other people.

Before you can become a good notetaker, you must become a good listener. To determine how good a listener and notetaker you are, take the Inventory of Listening and Notemaking Skills. For each statement below place a ✓ under Generally, Sometimes, or Seldom - whichever word best describes your listening and notemaking habits.

	Generally	Sometimes	Seldom
1. I am a good listener.	_____	_____	_____
2. I listen carefully when someone tells me how to do something.	_____	_____	_____
3. I listen carefully and remember what someone tells me.	_____	_____	_____
4. I find it hard to concentrate on what someone says.	_____	_____	_____
5. I can follow directions.	_____	_____	_____
6. I can remember the general idea of a class lecture.	_____	_____	_____

	Generally	Sometimes	Seldom
7. I listen for and remember the general idea of a class discussion.	_____	_____	_____
8. I remember the main ideas when a teacher gives a talk or lecture.	_____	_____	_____
9. I remember the important details from a class lecture.	_____	_____	_____
10. After class, I think about what I learned so I can remember it.	_____	_____	_____
11. I have a purpose for listening to a class lecture or talk.	_____	_____	_____
12. When someone speaks, I watch the person to get more information from his/her body language.	_____	_____	_____
13. I watch for a speaker's emotions and feelings.	_____	_____	_____
14. I give the speaker my undivided attention.	_____	_____	_____
15. I daydream in class.	_____	_____	_____
16. I listen for warning words which signal important ideas.	_____	_____	_____
17. I have my pen and notebook in class, ready to use.	_____	_____	_____
18. I make notes on class talks and lectures.	_____	_____	_____
19. I make notes on class discussions.	_____	_____	_____
20. I have a hard time making notes.	_____	_____	_____
21. I use a system of abbreviations and my own shorthand when I write notes.	_____	_____	_____
22. I write notes in an indented outline form or in some systematic order.	_____	_____	_____
23. I make notes on movies and films shown in class.	_____	_____	_____
24. I check, edit, and review my notes on the same day I write them.	_____	_____	_____
25. I study my textbook before attending the class lecture.	_____	_____	_____
26. I can concentrate even when I have a problem.	_____	_____	_____

Source: Test-taking Techniques (Activity Records, Inc. 1980), Learning Session I, Introduction and Inventory of Listening and Notemaking Skills, Worksheets 1 and 2.

Name_____

Class_____

Period_____

Date_____

How to Listen

Directions: First, read the following information. Second, complete the questions following the information.

In order to be a good notetaker, one must be a good listener. In order to improve your listening and notetaking skills, you should follow the following 4 steps:

Step 1. Be determined to listen, learn, and remember.

Step 2. Have a purpose for listening. A purpose is the reason why something is done or the reason for doing something.

Step 3. Concentrate on the information to which you are listening. Concentrate means to fasten or hold one's thought and attention on something or someone.

Step 4. Summarize the main points of the information immediately after the lecture. To summarize means to tell briefly what something is about.

Now, using the information above, complete the following questions.

1. Concentrate means to _____ or hold one's _____ and _____ on something or someone.
2. A _____ is the reason why something is done.
3. To _____ is to tell briefly what something is about.

How to Listen

Page 2

4. List the first Step in improving your listening?

5. Why is Step 1 important in improving your listening?

6. List the second step in improving your listening.

7. Why is Step 2 important in improving your listening?

8. List the third step in improving your listening.

9. How can you concentrate?

10. List the fourth step in improving your listening.

How to Listen

Page 3

11. Why should the main points of the lecture or class discussion be summarized immediately after class?

12. In order to survive in school and on the job, we need to know how to _____.

Adapted from: Test taking Techniques, Activity Records, Inc., 1980, Learning Session II: How to Listen, Part I, pages 3 and 4.

Name_____

Class_____

Period_____

Date_____

Notetaking from Lectures
or
Orally Presented Material

Taking notes from lectures or orally presented material can be accomplished by listening and doing the following:

1. On the notetaking paper, write the name of the class, the period of the class, and the day's date, in the upper right corner.
2. On the notetaking paper, write the topic, or subject, of the day's notes. For example, the topic may be notetaking or the Civil War.
3. On the notetaking paper write the source of the notes. Source tells you where the notes came from. For example, the source may be lecture, or a filmstrip, book, or magazine. Write the title of the source if other than lecture. For example, the title of the filmstrip could be 'Taking Notes."
4. Write key words, terms, ideas or concepts in the key words column.
5. Opposite the key words, write a statement or 2 describing or explaining the key words.
6. After the lecture summarize the main ideas in your own words both orally and in writing.

CLASS _____

PERIOD _____

DATE _____

TOPIC _____

SOURCE _____

Notetaking Paper

KEY WORDS	NOTES

Notetaking from Lectures
Lecture--Booker T. Washington

Born a slave in 1857. Washington entered Hampton Institute in 1872. Hampton taught that "labor was a spiritual force, that physical work not only increased wage earning capacity but promoted fidelity, accuracy, honesty, persistence and intelligence." Washington accepted this as an absolute truth and when in 1881 he became President of Tuskegee he brought this belief with him. At Tuskegee he found a school surrounded by a town very hostile to its existence. The community was given assurances that students were there to serve. Washington told students to respect the law and to cooperate with white authorities in maintaining peace. Washington believed his ideas and the vocational programs he had started at Tuskegee were lessening the anger between Baacks and Whites. He traveled the south calling for industrial education that did not threaten Southern whites while providing training for Negroes in farming, mechanics and domestic service. In 1895 at the Atlanta Exposition speaking to whites Washington said, "In all things that are purely social we can be as separate as the five fingers, yet one as the hand in all things essential to mutual progress." Speaking to Blacks he said "To those of my race who depend upon bettering their conditions in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man....I would say 'cast down your bucket where you are' - cast it down in making friends in every manly way of the people of all races by whom we are surrounded. Cast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions."

He believed the way for blacks lay in farming and in staying out of the city. He regarded science, mathematics and history as mostly impractical.

Notetaking from Lectures

Lecture--Booker T. Washington

Whites hailed Washington's doctrine of industrial education as the way to bring peace between the races; other whites viewed it as leading blacks to their "proper place" in American life.

Only twice did Washington upset southern whites. Once in Chicago he lashed out at racial prejudice and when he had lunch at the White House with T. Roosevelt.

Washington's philosophical position was that in the future there would be complete acceptance and integration of blacks in American life. "I would set no limits to the attainments of the Negro in the arts, in letters or statesmanship, but I believe the surest way to reach those ends is by laying the foundation in the little things of life that lies immediately about one's door?"

As Washington's prestige and power grew, opposition among blacks increased. The leader of the opposition was W.E.B. DuBois, trained at Fisk, Harvard (receiving a Doctor of Philosophy), and Berlin. He was born in Massachusetts and never experienced slavery. He was a teacher at Atlanta University and studied the condition of blacks in America. In books, essays, and addresses DuBois opposed what he viewed as the narrow education program of Washington. His Souls of Black Folk (1903) accused Washington of preaching a "gospel of work and money to such an extent as apparently almost completely to overshadow the high aims of life". In an essay entitled "The Talented Tenth," DuBois said, "if we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not men. Men we shall have only as we make manhood the object of the work of the school--intelligence, broad sympathy, knowledge of the world that was and is, and of the relations of men to it--this is the curriculum of Higher Education which must underlie true life."

Furthermore, DuBois did not approve of Washington's acceptance of Blacks' inferior status in the area of political and civil rights. He contended that without suffrage economic stability will never be achieved. He called Washington's Atlanta speech the "Atlanta Compromise" and accused Washington of being the most notable Southerner since Jefferson Davis.

Notetaking from Lectures

Lecture--Booker T. Washington

Washington must be understood in the light of the philosophy of free competition and political individualism in which he grew up. That is, by 1900, these concepts were practically fictitious. The age of hard work and small capital as the formula for success was long gone. Washington never realized the full implication of the Industrial Revolution. Instead, his theory perpetuated the master-slave tradition and made unionization among blacks difficult.

Despits the fact that there were blacks who vigorously opposed Washington's leadership, he was unquestionably the central figure--the dominate personality in the history of the Negro to his death in 1915.

DuBois formed the NAACP and took up residence in New York. He continued to write prolifically on race. Losing faith that America would ever become a place that Blacks will be free, DuBois went to Ghana, dying there in 1963.

CLASS

PERIOD

DATE Day 5

TOPIC Note taking from lectures

SOURCE Lecture - Booker T. Washington

Notetaking Paper

KEY WORDS	NOTES
Hampton Institute	Born a slave, goes to college
fidelity - accuracy hard work	Stressed labor; builds moral character
Tuskegee Institute	1881 founded; school among hostile white population
Industrial education domestic service	philosophy of institute not to anger whites or to compete
Atlanta Exposition 1895	work together; stay socially apart "five fingers" "cast down your bucket"
Future	integration and acceptance
W.E.B. DuBois	northern Black, well-educated
Souls of Black Folk	accused Washington of forgetting higher aims of life

CLASS

PERIOD

DATE Day 5

TOPIC Notetaking from lectures

SOURCE Lecture - Booker T. Washington

Notetaking Paper

KEY WORDS	NOTES
Atlanta Compromise	Blacks should not accept inferior status Call B.T. same as J. Davis
19th Century	B.T. Washington must be understood in his times
central figure	dominated Black history and philosophy til his death, 1915
NAACP	DuBois forms NAACP - becomes discouraged that U.S. will truly integrate - dies in Ghana, 1963

Name_____

Class_____

Period_____

Date_____

Filmstrip-"Taking Notes"
Review Outline

THE KEY IDEA

The job of studying is made simpler and more effective by taking brief, careful notes on the class discussions and lectures which supplement the textbooks.

BEFORE YOU START

1. Good note-taking starts before class by studying the assignment on which the lecture will be based.
2. Be sure to look for vocabulary, key terms, main issues and ideas in your assigned reading.
3. Decide before class which questions you expect the lecture to address.
4. Use a looseleaf binder with a separate section for each subject's notes.

TAKING NOTES

1. Class participation is important for good note-taking because it aids the student in recognizing important points.
2. Do not write down anything you already know.
3. Do not copy something that's already in the textbook.
4. Take legible notes so you won't waste time recopying them.

5. Highlight main ideas by placing them towards the lefthand margin, as in outline form, with subpoints placed to the right of these.
6. Include quotes, facts, dates, formulas, lists or diagrams used by the teacher to clarify an idea.
7. Listen for verbal tip-offs to important points; for instance, "You should be thoroughly familiar with," "It is important to know," and "Be sure to."
8. Write down the teacher's summary in your own words.
9. Review your notes immediately after class to clarify vague points.
10. Make note of any questions still unanswered and check them with your teacher.

Source: How to Study, Filmstrip 4, "Taking Notes," Scott Education Division, 1974, page 16.

CLASS

PERIOD

DATE Day 6

TOPIC Notetaking

SOURCE lecture.

Notetaking Paper

KEY WORDS	NOTES
Verbatim	taking notes using the exact words of the teacher or written source
paraphrase	putting notes in your own words
rehearsal	orally reviewing material - rehearse aloud, not quietly to yourself

Name_____

Date_____

Class_____

Period_____

Filmstrip - "Taking Notes"
Review Quiz

Directions: Read and answer each of the following questions.

1. List at least three things to look for when you read an assignment.

2. Class participation is not important as long as you take good notes. (true or false?)

3. Name two kinds of information you should not bother to copy down.

4. Legible handwriting is not important in note-taking because you're the only one who'll be reading them. (true or false?)

5. Why is outline form useful in note-taking?

6. In taking class notes, you should write down as much as you can, even if you have to scribble and rewrite your notes. (true or false?)

7. List three verbal tip-offs which a teacher might use to introduce an important idea.

Filmstrip - "Taking Notes"
Review Quiz

8. The best time to review your notes is ... (select one)

   a. immediately after class

   b. never

   c. with friends

   d. only on the night before a test

9. Writing down the teacher's summary in your own words will reinforce your understanding of the material. (true or false?)

10. If you don't understand something ... (select one)

   a. ask your nearest neighbor

   b. question the teacher

   c. check with your parents

   d. don't worry about it.

Source: How to Study, Filmstrip 4, "Taking Notes", Scott Education Division, 1974, page 17.

Name_____

Class_____

Period_____

Date_____

Taking Notes from Written Material

Taking notes from written material may be accomplished by careful reading and doing the following:

1. Write the topic of the reading selection.
2. Write the source of the reading selection.

   Include the following information:

   a. Name of article or chapter
   b. Name of magazine or book
   c. Date of publication of the magazine or book
   d. Volume and number of the magazine
   e. Page numbers from which you gathered the information
   f. Name of the author of the work

3. For each paragraph, write the main idea using the 5 guide words - i.e., who, what, when, why or how.
4. Use quotation marks for any material you record verbatim. For each main idea, write one or two details.
5. In your own words, summarize orally and in writing the main ideas.

Name_____

Date_____

Class_____

Period_____

NOTETAKING FROM WRITTEN MATERIAL

Directions: Read the passage below and answer the questions.

BALES TO RUN FOR POLITICAL OFFICE

For 15 years, John F. Bales has been an increasingly prominent leader in the Democratic Party in Montgomery County, Maryland. During the past decade, Mr. Bales rose from precinct worker to county chairman and to leadership roles in the campaigns of President Carter and Senator Paul King.

Bales, now a resident of Gaithersburg, has announced that he is seeking an elected office for the first time. Yesterday Bales announced his candidacy for the Democratic nomination to the Maryland Senate.

1. What is the title of the article?

2. Who is the article about?

3. What political offices has he held?

4. What did he do yesterday?

5. When did he announce his candidacy?

6. Where does he live?

Name_____

Class_____

Period_____

Date_____

Directions: Read the accompanying flyer on the Colonial Mardi Gras Ball and answer these following questions.

1. What event is advertised?

2. What is the date and time of the event?

3. Where is the event?

4. How much are the tickets?

5. Is there any confusion about the ticket prices?

6. How many bands will be at the dance?

7. Who is sponsoring the event?

8. What announcement is listed in addition to the dance?

9. When does the second event begin?

10. Where will it be?

11. Who is sponsoring the second event?

Colonial Mardi Gras Ball -2- Name_____

12. Is this a good public notice? Give reasons for your answer.

YOU are publicly invited to

BEST COPY AVAILABLE

Colonial

MARDI GRAS BALL

SPONSORED BY . . .

Citizens' Scholarship Foundation of St. Mary's Count

COME !!!

come and have fun
the music is great
let down your hair
come share if you dare
have your big fling
'tis that time of year
for Lent will soon be here

King Comus rules the Mardi Gras
to crown Rex & Regina who will reign
let carnival be part of you
and you be part of carnival

come as daring as you dare
any crazy get-up will do
knight, cinderella, minuteman, navy,
viking, roman, army, pharoah,
buccaneer, jester, farmer,
or fisherman, too

who will be king?
who will be queen?
come see for yourself
that's what's happening

LEONARD HALL DRILL HALL

LEONARDTOWN, MD.

Sat. Feb. 16th. - 9:00 p.m. till?

B.Y.O.B.
BEER AVAILABLE

2 DANCE BANDS
TICKETS - $3.00

George Washington Weekend Celebration

RECREATION & PARKS

Fun & Games start at 10:00 a.m.

Name_____

Class_____

Period_____

Date_____

Filmstrip--Notetaking

Study Guide

1. One of the most valuable tools any student can have is to take _____, _____, _____ notes.
2. List the four points to be aware of when taking notes during a lecture.

3. On the notetaking paper you should write the _____ and _____ of the class, and the _____ of the notes in the upper right hand corner.
4. List the 8 points for taking good notes during reading.

5. Why is it important to write the topic and source of the notes on the notetaking paper?

Filmstrip--Notetaking
Study Guide
Page 2

6. For each set of notes you take while reading, you should include the _____ of the author, the _____ of the book and the _____ number of the source.

7. Paraphrasing means putting what you heard or read in your own words. Why is this important to do?

8. What is one thing you can do if you are unsure about the purpose for your notes?

9. Why is it good to write your notes on one side of the paper?

10. Is it better to write your notes in pencil or pen? Why?

11. Why is it important to keep your notes in chronological order?

12. When should you review your notes? What should you write for any information in your notes that you do not understand? How will this activity prepare you for the next day's lesson and the test?

Source: Study Skills, Taking Notes Filmstrip, Random House School Division, Westminster, MD.

Name_____

Class_____

Period_____

Date_____

Test
Notetaking

Part I Fill in the Blanks

Directions: Read each statement and write the correct word in the blank.

1. We take notes from orally presented material and written material.
2. One should state the general source of the facts and the topic of the facts.
3. One should put the date the notes were taken on the top of the paper.
4. One should have a purpose for listening to a class lecture or talk.
5. When someone speaks, one should watch the person to get more information from his or her body language.
6. I have my pen and notebook in class ready to use for taking notes.
7. I review my notes on the same day as I write them.
8. I study my notes or textbook before attending class.
9. Class participation is important for good notetaking because it aids the student in recognizing important points.
10. One should summarize the notes in one's own words.

VOCABULARY

participation
same day
orally
purpose
written
notebook
date
before
summarize
topic
body language
pen
source

Notetaking Test -2- Name_____

Part II Short Answer

Directions: Read each question and answer it in complete sentences.

1. Name 3 reasons why on should take notes.

   1. to answer questions
   2. to present information in oral or written form
   3. to select main ideas
   4. to organize information from several sources
   5. to keep a notebook of daily activities, conclusions, and assignments

2. Before one takes notes, he or she should be ready to focus on the material and presenter. List the 4 steps required for good notetaking.

   1. Be determined to listen, learn, and remember.
   2. Have a purpose for listening.
   3. Concentrate on the information to which you are listening.
   4. Summarize the main points of the lecture.

3. One is expected to take notes in order to survive in 3 situations. Name them.

   1. in school
   2. on the job
   3. with friends

4. List the three things to look for in your reading.

   1. vocabulary
   2. key terms
   3. main issues

Notetaking Test -3- Name_____

5. List 3 verbal tip-offs which a teacher might use to introduce an important idea.

1. You should be thoroughly familiar with...
2. It is important to know...
3. Be sure to remember...

6. Define rehearsal.

orally reviewing material

7. Define paraphrase.

put information into your own words

8. Define verbatim.

word for word

9. List the 5 words which guide notetaking.

1. who
2. what
3. when
4. where
5. why - how

Notetaking Test -4- Name_____

Part III Notetaking from written material.

Directions: Read each passage. Take notes on it.

1. Indians on the Plains needed the buffalo. Buffalo meant food, clothing, hides for tepees, chips for fire. White men such as Buffalo Bill Cody killed large numbers of buffalo. So did the railroad companies. Some people thought shooting buffalo was a fun sport. They didn't care if the Indians needed the buffalo in order to live. By 1900 almost every buffalo was gone. People were worried that the buffalo would become extinct (completely wiped out). Finally a special place was set aside for the few buffalo that were left. No one could hunt them or hurt them.

who - buffalo
what - Indians and railroad companies shot buffalo
when - before 1900
where - on the plains
why - for food, clothing, shelter, hides firewood, fun

2. For 15 years, John F. Bales has been an increasingly prominent leader in the Democratic Party in Montgomery County, Maryland. During the past decade, Mr. Bales rose from precinct worker to county chairman and to leadership roles in the campaigns of President Carter and Senator Paul King.

Bales, now a resident of Gaithersburg, has announced that he is seeking an elected office for the first time. Yesterday Bales announced his candidacy for the Democratic nomination to the Maryland Senate.

who - John F. Bales
what - announced candidacy
when - yesterday
where - Gaithersburg
why - wants to be elected

Teaching Test-taking and Notetaking Skills

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